
Rhode Island 8 Social Studies

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Rhode Island
Grade	8 (Middle)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	Rhode Island Social Studies Standards
Issuing agency	Rhode Island Department of Education
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — What Congress Is Given, and What It Does With It

Unit 3: Congress and the Presidency · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What does Article I establish, and how does Congress work?
Standards	Ri8 Article One A -> SS8.3.1 SS8 — Argue the impact of Article I of the Constitution of the United States and the work of Congress with a focus on the critical issues that Congress is debating today
Learning target	"I can explain what Article I establishes and how Congress creates law."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will argue the impact of Article I of the Constitution of the United States and the work of Congress, with a focus on the creation of law.

Success criteria (student-friendly)

- "I describe the powers Article I gives Congress."
- "I trace a bill through the legislative process."
- "I explain what the necessary and proper clause allows."

Academic vocabulary

enumerated powers, bicameral, committee, veto, necessary and proper

Materials and technology

- The Constitution
- Legislative process charts
- Social studies notebooks
- Chart paper
- Class devices

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.

Support area	This week's plan
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

A traced bill with Article I's powers identified and the necessary and proper clause explained.

Family communication

Ask someone at home who represents this state in Congress.

Day 41 — Article I Comes First

Week 9, Day 1 · Unit 3 · Standards: SS8.3.1

Focus	The signal.
Learning target	"I can explain what Article I establishes and how Congress creates law."
Vocabulary in use	enumerated powers, bicameral, committee
Local date	_____

Learning sequence

The legislature is described first and at greatest length. That ordering reflects what the framers expected to be the strongest branch.

Check for understanding

Student explains why Article I is longest and first.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — The Enumerated Powers

Week 9, Day 2 · Unit 3 · Standards: SS8.3.1

Focus	What is listed.
Learning target	"I can explain what Article I establishes and how Congress creates law."
Vocabulary in use	enumerated powers, bicameral, committee
Local date	_____

Learning sequence

Tax, borrow, regulate commerce, coin money, declare war, raise forces, and more. Read the list.

Check for understanding

Student describes powers Article I gives Congress.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Making Law

Week 9, Day 3 · Unit 3 · Standards: SS8.3.1

Focus	The work.
Learning target	"I can explain what Article I establishes and how Congress creates law."
Vocabulary in use	enumerated powers, bicameral, committee
Local date	_____

Learning sequence

Introduction, committee, floor, second chamber, conference, signature or veto. Most bills die in committee, which is part of the design.

Check for understanding

Student traces a bill through the legislative process.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Necessary and Proper

Week 9, Day 4 · Unit 3 · Standards: SS8.3.1

Focus	The elastic clause.
Learning target	"I can explain what Article I establishes and how Congress creates law."
Vocabulary in use	enumerated powers, bicameral, committee
Local date	_____

Learning sequence

Power to make laws necessary and proper for carrying out the enumerated powers -- the source of most argument about federal reach.

Check for understanding

Student explains what the necessary and proper clause allows.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Rhode Island in Congress

Week 9, Day 5 · Unit 3 · Standards: SS8.3.1

Focus	The local anchor.
Learning target	"I can explain what Article I establishes and how Congress creates law."
Vocabulary in use	enumerated powers, bicameral, committee
Local date	_____

Learning sequence

Two senators like every state, and a small delegation in the House. The equal Senate is exactly what small states insisted on in 1787.

Check for understanding

Student explains how Rhode Island is represented in Congress.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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